Effect of Nature based Intervention Program on the Psychological Health and Mindful Attitude of Acceptance of Secondary Stage Students

Synopsis

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Submitted by
UPASANA KHURANA

Under the Supervision of
PROF. MEENU SINGH

Department of Pedagogical Sciences, Faculty of Education
Dayalbagh Educational Institute (Deemed to be University)
Dayalbagh, Agra - 282 005

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1.1.0. Introduction

The present work has been taken up to emphasize that a highly stressed environment for Secondary stage students is seen due to various challenges including academic pressure, living environment, overburdened lifestyle and financial problems (Greenberg 2002). Stress and anxiety can affect mental health, well-being and also can have negative consequences on academics (University of Toronto 2017; Mental Health Commission of Canada (2019). University students, particularly at the University of Toronto, may also face urban stress (Peen et al. 2010). The challenges that secondary stage students have serious and sometimes fatal consequences, if ignored. It is important that students are exposed to different techniques to manage their mental health. Reduced contact with the natural environment can lead to various disorders like; nature deficit disorder, decline in outdoor activities, urbanization, technostress and loss of green spaces.

The rise of academic pressures, digital Gadgets distractions, and reduced physical activity has led to an increase in Psychological stress (Paul F.M. Krabbe, in The Measurement of Health and Health Status, 2017) issues among teenagers and adolescents. The potential of nature-based interventions, which involves structured exposure to green spaces, has gained attention as a holistic approach in improving overall health and well-being. This Research will be helpful for the benefits, and about how the time spent in nature can positively affect mental health and mindful attitude among students.

People with access to nearby natural settings have been found to be healthier as compared to other people who donot engage with nature. The long-term and indirect effects of natural setting also include increased levels of satisfaction with one's home, one's job and with life in general [Kaplan and Kaplan, 1989 (p. 173)]. When parks were first designed in the nineteenth century, city officials firmly believed that health advantages will reflect as a result from open space (Hamilton-Smith and Mercer, 1991; Rohde and Kendle,1997.

Nature based intervention programs include strategies and activities that aim to engage people in nature–based experiences focusing on achieving improved health and overall wellbeing. A Nature based Intervention Program for students is designed to improve their psychological health by fostering a deeper relationship with the natural environment. These programs utilize outdoor experiences, ecological practices, and environmental education to support mental well-being and holistic development. Natural

environment aids in calming both mind and body. Various studies suggest that exposure to natural environments assist in restoring attention and focus (Hartig et al., 2014; WHO, 2016), which can be specifically beneficial for students with ADHD or those who find it hard to maintain concentration issues. Natural settings provide restorative experiences that balance out the mental fatigue associated with prolonged indoor learning and screen time. (Howarth, M., Brettle, A., Hardman, M., & Maden, M.,2020). As a result, students return to their studies more focused, creative, and mentally refreshed.

Nature based program enhances health and well-being across psychological, emotional, and cognitive dimensions. It helps reduce depression, anxiety, stress, and restoring energy levels and improve attention span and cognitive function. Recognized internationally as a form of nature-based program has gained popularity in various countries, with numerous studies confirming its benefits. It is now widely regarded as an effective way to counteract the stresses of modern life and promote mental and physical well-being through deep immersion in nature. In 1984, Brod defined technostress as a "modern disease of adaptation caused by an inability to cope with the new computer technologies in a healthy manner". It is later considered as the name for mental stress related to technology use, including excessive lack to green spaces and emotional arousal. The term was coined to describe unhealthy behaviour around new technology. Technostress can arise from all manner of everyday usage, like checking your phone constantly, compulsively sharing updates and feeling that you need to be continually connected. Symptoms run from anxiety, headaches, depression, mental fatigue, eye and neck strain to insomnia, frustration, irritability and loss of temper. China became the first country in the world to classify 'internet addiction disorder' as a mental illness. A survey conducted by Deloitte found that around 59% of smartphone users checked a social media platform in the five minutes before going to bed, and within 30 minutes of waking up. The first digital detox retreat was run by Time To Log Off in Europe, in October of the year, 2015. Digital detox goal is to break the cycle of constant connectivity and regain balance in one's life. This break from technology can improve the mental health, increase productivity, and enhance the relationships by allowing for more meaningful, face-to-face interactions. A decline in well-being and life-satisfaction was found in teenagers who passively, rather than actively, used social media. (Chassiakos, Radesky, and Christakis)

In the last couple of centuries, an extraordinary disengagement of humans from the natural environment

has been observed (Axelrod and Suedfeld, 1995; Beck and Katcher, 1996; Katcher and Beck, 1987). This is mostly due to the mass relocation of people from rural areas to urban areas (Katcher and Beck, 1987). In evolutionary terms “the urban environment is a spontaneous, changeable and historically unfamiliar habitat” [McMichael, 2001 (p. 252)]. Historically, humans have never spent so little time in physical contact with natural setting, and the consequences are unknown (Katcher and Beck, 1987). Already, some researches have suggested that too much artificial stimulation and a lifestyle spent in purely human environments may cause wellbeing exhaustion and create a loss of vitality and health (Katcher and Beck, 1987; Stilgoe, 2001). Modern society, by its very virtue, isolates people from outdoor environmental stimuli (Stilgoe, 2001) and regular contact with nature (Katcher and Beck, 1987). Various studies in disciplines of ecology, biology, psychology and psychiatry have tried to empirically observe the human relationship with the natural world, some concluding in addition to being totally dependent on nature for material requirements (food, water, shelter, etc.) humans also need nature for psychological, emotional and spiritual needs (Wilson, 1984; Katcher and Beck, 1987; Friedmann and Thomas, 1995; Roszak et al., 1995; Frumkin, 2001; Wilson, 2001).

Earlier researches have found that, in the act of emerging in nature, the brain is relieved of ‘excess’ circulation (or activity) and nervous system activity is decreased (Yogendra, 1958). Furnass found that an experience of nature can help improve the activities of the right hemisphere of the brain restoring harmony of the brain as a whole (Furnass, 1979). This is the technical reasoning why people say going for a walk in natural setting “clears their head”.

A scoping review of the impact of gardens and gardening on health and wellbeing showed that visiting gardens, taking part in gardening, or going for a bare foot walk on grass or undertaking therapeutic activities were associated with elevated general wellbeing, enhanced physical activity and reduced social isolation (Howarth et al., 2020).

Life is always changing, and difficult times will eventually pass. By accepting this impermanence, one can be more flexible and less attached to specific outcomes, making it easier to go with the flow when things do not go as planned. Mindful attitude of acceptance is staying in present. A Mindful attitude of acceptance means being open and calm about whatever happens in life, without fighting against it or getting upset. It's not about giving up or being passive, but rather about recognizing that some things are

out of our control and choosing to accept them as they are. Understanding that everything in life is temporary can also help with acceptance. The term Mindfulness originated from ancient eastern and buddhist philosophy and dates back around 2500 years. This concept was inspired by Jon Kabat-Zinn.. Being kind to oneself, especially when things go wrong, it helps to accept one's own mistakes without being overly harsh. This self-compassion also extends to others, allowing one to accept people as they are, even if they do not meet one's expectations. Not everything in life can be controlled, and trying to do so can lead to stress and disappointment. By accepting that some things are beyond one's control and trusting that things will work out, one can reduce one's stress and finding more peace in everyday life. By practicing non-judgment, staying present, understanding impermanence, showing compassion, and letting go of control, one can live a more peaceful and fulfilling life. Life is constantly changing, and difficult time, may pass tomorrow. By embracing this impermanence, one can reduce one's attachment to specific outcomes and become more adaptable in the face of change.

1.2.0 Emergence

The most important asset of our country is our youth. Researchers have put such data where students of secondary stage show loss of temper, disturbed lifestyle, stress, anxiety, headache, depression, mental fatigue, eye and neck strain, insomnia, frustration, irritability, which may lead to many suicide cases worldwide, students are not aware and therefore not in a habit to take treatments (counselling sessions) due to fear of judgement, shy and shame. This is the rationale for picking up this topic of nature-based program which can improve the lifestyle of student.

The term Nature-based intervention carries a strong association with health and well-being. It is no surprise that much of the literature on nature-based program highlights the health and well-being, benefits of spending time in nature. No one would deny, of course, that good health is typically required for a good life, and the latest evidence confirms the common-sense with the view that nature do yield "comprehensive health benefits" (Hansen et al, 2017: 1).

Various policies highlight the efforts taken by the Indian government to integrate mental and physical health into the education system, ensuring that students receive holistic support for their overall well-being. Rashtriya Kishor Swasthya Karyakram (RKSK)2014, is an initiative that encourages schools to promote physical activities. Khelo India Program, 2018.The inclusion of mental health and wellness

programs in schools and higher education institutions, Fit India School, 2019. It provides mental health support and counselling services in schools. Samagra Shiksha Abhiyan, 2018.These policies also include a national helpline, counselling services, and online resources to help students cope with stress, anxiety, and other mental health challenges. School Health Program (SHP) under Ayushman Bharat,2018. Mental health education into the curriculum to help students develop coping strategies for stress and anxiety. It provides school-based interventions and counselling services to help students to manage psychological challenges,National Education Policy (NEP) 2020.It helps to promote a supportive school environment to address issues like depression and other mental health concerns.,Manodarpan Initiative,2020. The incorporation of counselling services and Psychological support in educational institutions and other various policies came with effort to improve dietary habits; Mid-Day Meal Scheme,1995.

Technology has caused society to be more disconnected with nature than ever. In 2010, the Canadian Times used a questionnaire and found that Canadians between the ages of 15 and 24 spend an average of six hours and nine minutes per day watching TV, on the computer, and playing video games (Statistics Canada 2010). As a result, less time spent outside and increasing amount of time spent using technology, Richard Louv (2005), introduced the world to nature deficit disorder and its impact on children. Essentially, nature- deficit disorder is a term for the increasing amount of time that humans, including children, spend indoors rather than in nature which has adverse impacts on their health (Louv 2005). Technology is changing our relationship with nature and as technology advances, it is especially important to take nature-based program regularly to reduce these effects of nature deficit disorder. It is also revealed through researches that anxiety, depression, insomnia, stress related symptoms are may oftenly found in school going children, specially the teenagers and adolescents.

Mindful attitude of acceptance is essential. Being ambitious is great and students should definitely have ambitions in life, but on the journey to achieve those goals, there are highs and lows. One can often tend to give up when one is at a low, be it in the professional life or personal life. It is need of the time that students be guided to accept the reality as it is, be it a thought, feeling or an emotion without trying to change it, and one should try to be grateful and focused on one’s journey. This mindful attitude of acceptance is essential, which is somehow missing in their personality. There is a need to help students

to know that, any outcome is a cumulative essence of multiple variables, out of which only very few are directly in our control. One should always focus on those variables and try to do justice to them, irrespective of how the outcome would be. This is what Sri Krishna preached to Arjuna in Bhagvad Gita. Learning is constant, and it comes from both a victory or a failure, and in fact, much more from a failure. Anything that does not work out becomes an even more important life experience.

1.3.0 Justification

This topic can prove to be quite helpful in examining the psychological health effects and mindful attitude of acceptance among students due to rapid growth in disturbed lifestyle, dietary habits, obesity, insomnia, aggression, and technological advancement. This has been seen in various schools and colleges that anxiety and stress -related illness is substantially increasing. So an intervention program based on nature based program and mindfulness attitude of acceptance have been quoted, with the help of various activities the benefit can be provided to secondary stage students. All activities are taken up together to bring change and are supposed to improve student's psychological health and mindful attitude of acceptance.

Hall (1904) was the first to consider the storm-and-stress issue explicitly and formally in relation to adolescent development, but he was not the first in the history of Western thought to remark on the emotional and behavioral distinctiveness of adolescence. G.Stanley Hall (1904)proposed that adolescence is inherently a time of storm and stress, his view continues to be addressed by psychologists. The craze for spending more time in the laps of nature, working in farms, camping is increasing very fast. In the summer vacation, people visit the places where they can get close experience of the purity, serenity, and simplicity of the nature or the natural things. Elders want their children to visit their maternal and paternal places who live in the villages. The reason for this is to keep their children, healthy and happy and also to make them realise the other side of life which is pure, simple and natural away from urban materialistic life. The question arises, can this type of experience be provided to their children in their present situation? If yes, then some activities are to be organised with children so that they can experience the beauty and serenity of nature by keeping them close to the natural environment in day-to-day life. Training of all senses and inculcation of, aesthetic human and judgemental values, development of artistic taste with critical thinking have been the prime objective of the educationists.

The Education Commission and Committees have been trying to put out such educational programs in the curriculum which can evolve a complete personality, develop the stamina and immunity of the students, ability to accept, adjust inwardly and outwardly in the environmental surroundings, changes, face the challenges and live a stress-free life. Such objectives related activities have also been introduced, which advance with the advancement of classes. Field trips, excursion, activities in playgrounds, drawing and painting the scene of nature through art and craft subjects, projects on collecting different types of leaves and flowers, camp-pitching, agricultural activities and so on.

People, increasingly spend their time indoors and in front of screens, contributing to unhealthy lifestyles. In contrast, time spent in nature, especially under the trees, is meant to be device-free. Disconnecting from the constant demands of modern life seems simple and logical, yet it can be challenging. Even without a smartphone, quieting the mind isn't easy, as internal chatter often persists. That is why practicing mindful attitude is essential during nature intervention program.

Nature based program a practice that involves immersing oneself in a natural environment to promote physical and mental well-being. Originating in Japan in the 1980s, this therapeutic approach encourages individuals to slow down and engage all their senses—sight, sound, smell, touch, and sometimes taste—while walking or sitting in a natural setting. The practice is not about rigorous physical exercise but rather about mindfulness and connecting with nature. Participants are encouraged to breathe deeply, observe their surroundings, and experience the calming effects of nature. Scientific studies have shown that nature-based program can reduce stress, anxiety, improve mood, and reduce the feeling of irritability and frustration.

Moreover, the mental and physical health of students are now being affected due to various reasons like not spending time in outdoor activities, watching -television, using electronic devices and nowadays students spend more time playing indoor games as compared to previous generation which reduces their exposure to nature and this has reduced cognitive function and overall wellbeing of student in India.

The purpose of this intervention program is to inspire students to improve their wellbeing, psychological by promoting engagement in nature-based experiences, as it will bring changes in their day to day activities of learning, mental health and physical health. which can lead to improvement in various issues like anxiety, stress, frustration, irritability, disturbed personal life, feeling overburden, improve sleep,

enhance critical thinking and creativity. The nature can be a treatment place and a peaceful counselling space.

MANODARPAN – an initiative by Ministry of Education (MOE) in 2020, Government of India (GOI) aims to provide psychosocial support for mental health and well-being of students during the COVID outbreak and beyond. It provides a platform for all to seek psychosocial support from experts in the field of mental health, counsellors, Psychologists and Educationists.

Technostress can arise from technological growth, checking phone constantly, habit of being online all the time, compulsive in sharing updates, feeling that all need to be continually connected. Various symptoms can be seen like anxiety, stress, headache, depression, mental fatigue, eye and neck strain, insomnia, frustration, irritability and loss of temper. In natural environment it has been observed that quiet atmosphere, beautiful scenery, calm-climate, clean fresh air and fragrance can help student's feel more relaxed and less stressed.

Digital dependency is another problem in today's time. Digital detox is a period when one intentionally reduce or completely disconnect from digital devices like smartphones, computers, and social media. The goal is to break the cycle of constant connectivity and regain balance in one's life. In today's world, student feel overwhelmed by the constant stream of notifications, emails, and online interactions. This can lead to stress, anxiety, and even a feeling of being disconnected from real life. A digital detox helps by giving one space to reconnect with oneself and the world around them. During a digital detox, one might choose to spend more time outdoors, engage in hobbies, or simply enjoy being present without the distraction of screens. This break from technology can improve one's mental health, increase productivity, and enhance one's relationships by allowing for more meaningful, face-to-face interactions.

Mindfulness enhances individuals' ability to observe their emotions as they arise without judgment or suppression (Goldin & Gross, 2010). Mindfulness is commonly defined as a way of paying attention to present-moment experience with a mental stance of receptivity and acceptance (Kabat-Zinn, 1994). A naturally occurring quality that varies across people (a disposition, or trait) and fluctuates across the day (a state of consciousness) (Brown & Ryan, 2003), mindfulness is specifically trained through mindfulness meditation practices (Creswell, 2016; Visted, Vøllestad, Nielsen, & Nielsen, 2014). a

mental attitude of acceptance toward momentary experience (for reviews of the conceptualizations of mindfulness, see Bishop et al., 2004; Quaglia, Brown, Lindsay, Creswell, & Goodman, 2014). Acceptance is broadly defined as a mental attitude of nonjudgment, openness and receptivity, and equanimity toward internal and external experiences (cf. Baer, Smith, & Allen, 2004; Brown & Ryan, 2004; Desbordes et al., 2015) acceptance is a fundamental component that involves willingly and non-judgmentally experiencing one's thoughts, feelings, and sensations without attempting to avoid or control them (Hayes et al., 2006). Studies have shown that mindfulness interventions are associated with reductions in psychological distress, depression, and anxiety, while simultaneously promoting well-being and overall quality of life (Goldin & Gross, 2010; Keng et al., 2011).

Most existing research focuses on specific regions, particularly the US and Europe. There is a need to explore the effectiveness of nature-based programs across diverse cultural and geographical contexts (Cathy Jordon et al.,2019).

In the fast developing and changing world challenges are up coming in front of the young generation. Formal setups such as schools, colleges, tutorials, camps, training program can help and develop them in such direction where they can easily cope with the adverse situation, the researcher with this mindset has decided to develop nature based intervention program for school going children in research ,this would help to find out the answers of some questions prevailing in researcher's mind.

1.4.0 Research Questions

1.What will be the effect of Nature-based intervention program in improving the Psychological health of Secondary stage students?

2. What will be the effect of Nature-based intervention program in improving the Mindful Attitude of Acceptance of Secondary stage students?

3.What will be the combined effect of Nature-based intervention program in improving the Psychological health and Mindful attitude of acceptance of Secondary stage students?

1.5.0. Statement of the problem

The statement of the problem for the present study: Effect of a Nature based Intervention Program on the Psychological Health and Mindful Attitude of Acceptance of Secondary stage Students

1.6.0. Definition of the terms used in problem

1.6.1.0. Nature based Program

According to **Cohen-Shacham et al. (2016),** Nature-based program approaches that "use nature, or natural processes, to address societal challenges, providing benefits both to human well-being and biodiversity." This definition highlights the dual benefits for both humans and the environment.

Operational Definition

For the present study, the term 'Nature based program will be taken as the method that involves adopting a mindful attitude of spending time in natural environments to promote physical, mental, and emotional health.

1.6.2.0. Psychological health

According to World Health Organization (2015), Psychological health is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community".

Operational Definition

For the present study, the term "psychological health" will be accepted as a state of mental and emotional well-being in which an individual acknowledges and embraces their potential, effectively manages everyday stress, avoids overthinking, and functions efficiently and effectively. This state enables the person to contribute meaningfully to their community and maintain a balanced, fulfilling life. For the present study, the dimensions under Psychological health will be taken are as follows;

Mental- Stress, Anxiety and Depression; Emotional-Feelings like Frustration, Irritability, Concentration, Aggression and overthinking. (Pearson, 2020)

1.6.3.0 Mindful Attitude of Acceptance

According to Jonkabat-Zinn, (1994), "Mindful attitude of Acceptance means seeing things as they actually are in the present. If you have a headache, accept that you have a headache. If you are overweight, why not accept it as a description of your body at this time? Sooner or later we have to come to terms with things as they are and accept them. Often acceptance is only reached after we have gone through very emotion-filled periods of denial and then anger."

Operational Definition

For the present study, the term mindful attitude of Acceptance will be accepted as mindset of being willing to see and feel what is happening in the present moment, accept things just as they are and find a way to live with them.

1.7.0. Objectives of the study

1.To study the effect of a Nature based Intervention Program on Psychological health of Secondary stage students.

2.To analyze the effect of a Nature based Intervention Program on Mindful attitude of Acceptance of Secondary stage students.

3. To find out the combined effect of a Nature based Intervention Program on Psychological health and Mindful attitude of acceptance of Secondary stage students

1.8.0. Hypotheses of the study

Ha1: There will be a significant effect of a Nature based Intervention Program on Psychological Health of Secondary stage students.

Ha2: There will be a significant effect of a Nature based Intervention Program on Mindful attitude of Acceptance of Secondary stage students.

Ha3: There will be a significant combined effect of a Nature based Intervention Program on Psychological health and Mindful attitude of acceptance of Secondary stage students.

1.9.0. Delimitation of the study

The present study will be delimited to;-

1. Agra city only.

2. Secondary stage Students (CBSE)

3. Psychological variables(pearson,2020) selected for research are;

Mental (Stress, Anxiety and Depression)

Emotional (Feelings like Frustration, Irritability, Concentration Aggression and Overthinking)

1.10.0. Methodology

Method of the study

In the planning of the study, the researcher selected the most appropriate method to the problem under consideration. The quality of research depends not only in the accuracy of design but also on the

fruitfulness of the method of the study, keeping the nature and objectives of the study in views. A Mixed method of research will be used and data will be collected with using questionnaire and interview schedule. Two group Pre-test and Post-test Experimental Design will be used in the present study. Mixed-methods research (MMR) is a research methodology that incorporates multiple methods to address research questions in an appropriate and principled manner (Bryman, 2012; Creswell, 2015; Creswell & Plano Clark, 2011), which involves collecting, analysing, interpreting and reporting both qualitative and quantitative data.

Table 1.1 Research Design

Sample	Pre-test	Intervention		Post-test
Two group design	Administration of self constructed tool Psychological health Mindful attitude of acceptance	Implementation of Nature based intervention program.	Duration: 40minutes×60days (2 months)	Administration of self constructed tool Psychological health Mindful attitude of acceptance

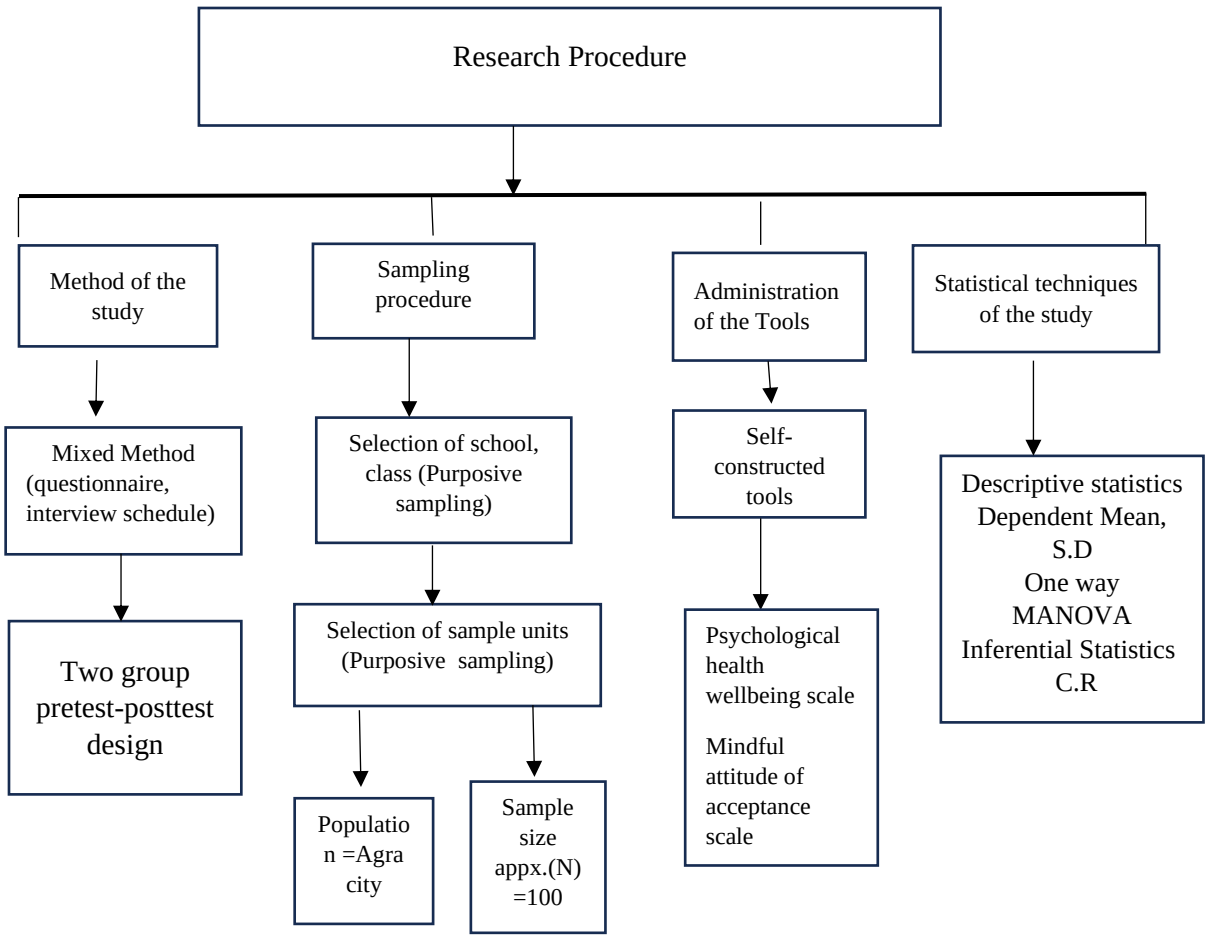

Figure 1.1 Exhibiting Methodology for the Study

Table 1.2 Short Description of Nature based Intervention Program Activities

Week	Activity	Description	Duration
1	Orientation Nature walk Nature based play	A guided walk through natural surroundings to relax, observe, and reduce stress. Outdoor play activities that encourage exploration and interaction with natural elements like trees, air, and soil.	40mins × 6 days
2	Orientation Nature savage hunt Leaf painting	A fun, engaging activity where participants search for specific items in nature, fostering curiosity and observation skills. Using leaves as canvases to paint or print, combining art and nature.	40mins × 6 days
3	Orientation Nature art collage Nature journaling	Creating collages from natural materials such as leaves, flowers, and stones, promoting creativity. Writing or drawing to reflect on personal experiences in nature, enhancing mindfulness and connection with the environment.	40mins × 6 days
4	Orientation Garden activities (weeding, cutting/trimming) Seed propagation	Hands-on gardening tasks like planting and tending to plants, which promote physical activity and relaxation. Growing plants from seeds to nurture connections with nature and foster responsibility.	40mins × 6 days
5	Orientation Eco art projects Floral arrangement	Creative activities that use natural materials to inspire environmental awareness and artistic expression. Designing arrangements using flowers and plants, combining creativity with nature.	40mins × 6 days
6	Orientation Collaborative activities/projects based on nature (Street play/skit Presentation)	Group-based projects like community gardening or nature conservation efforts to promote teamwork and shared experiences.	40mins × 6 days
7	Orientation Yoga &meditation Counselling session on balance diet	Mind-body practices performed outdoors, using the calming effects of nature to enhance relaxation and mindfulness. Therapeutic conversations held in natural settings to reduce stress and facilitate emotional healing.	40mins × 6 days

Reference for the above activities:

Cecily Maller et al.2006

Coventry et al. 2021

Sia A.et al 2021

Note:-

1. School garden/ near-by park where students will be exposed to or taken for intervention.

2. Nature-based interventions includes solo or group-based activities that are undertaken in outdoor green and blue spaces. Greenspace is defined as publicly accessible areas with natural vegetation, such

as grass, plants or trees.

3. A yoga instructor will be invited to conduct sessions.

4. A counsellor will be invited to conduct counselling sessions.

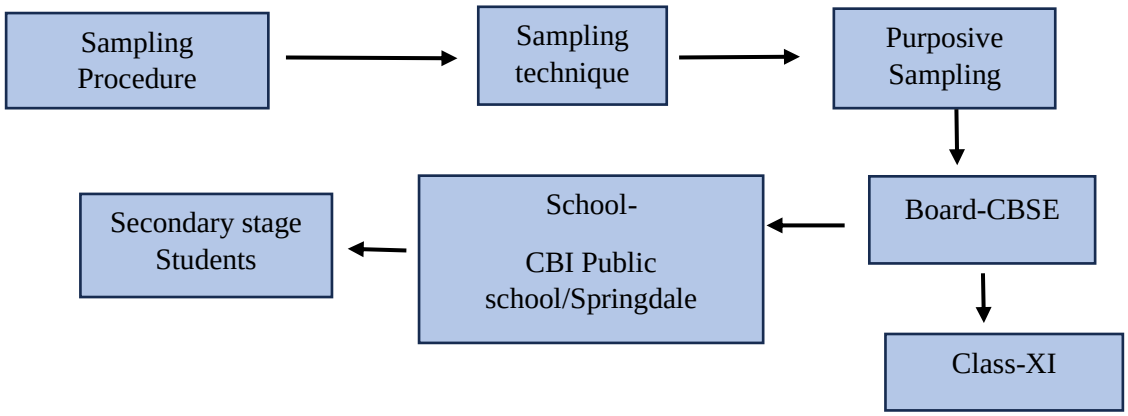

Figure 1.2 Sampling Procedure

Sample of the Study

Selection of sample is an integral part of every research project and its success depends upon the selection of the sample. Lowry (2013), "A 'sample' is a relatively small window through which the investigator hopes to see the outlines of some larger, more inclusive reality. A study that has an adequate sample size will have a high probability of giving a statistically significant result. A sample of approx. 100 Secondary stage students will be selected with purposive sampling.

Tools of the study

After selection of the sample, the next task is to choose the tools for collection of data. Success in research depends on the availability of instruments and techniques of sufficient precision to measure the phenomena under study. The selection of research instruments or tools is critical steps of any investigation which demands a deep insight and perspective of all fields of the investigation. The selection of the tools for a particular study depends upon various considerations such as the objectives of the study, the amount of time available at the disposal of researcher, availability of suitable test, personal competence of the researcher to administer, score and interpret the test results etc. According to Best (1977), "Skill in choices and use of research instruments is crucial to the success of the study and validity of its result and conclusion".The instruments which are employed to collect data for research purposes are known as research tools. Effective utilization of research makes the research work valid

and reliable.

The tools used for the present study will be self-constructed, following the standard tool construction steps. The Psychological Wellbeing Scale and the Mindful Attitude of Acceptance Scale will be developed by the researcher, with reference to standardized psychological tools such as the DASS.

Statistical techniques of the study

Statistical techniques would be applied to manage the large corpus of data and present finding in an understandable and intelligent manner.

For the present study, the statistical measures used for analysis will be descriptive statistical techniques, inferential statistics.In order to express the nature and distribution of the scores attained on the various tests, the descriptive statistics, Dependent Mean & S.D, One-way MANOVA ,inferential statistics, critical ratio will be used.

1.11.0 Significance of the study

This program holds immense potential to enhance students' psychological well-being and a mindful attitude of acceptance. The expectation is that this initiative will not only improve their overall health but also positively impact their academic performance and everyday lives. By fostering resilience and minimizing negative emotions like frustration and irritability, the program aims to increase attention span, enhance concentration, and enable students to work more efficiently and effectively. Through this study, the researcher seeks to advocate for the implementation of such a program on a national scale across schools, emphasizing its significance in today's world. Students of the present are the leaders of tomorrow, and equipping them with tools to harness their physical and mental potential at an early stage will empower them to navigate life's challenges with confidence. As aptly stated, "A man who can conquer himself, can conquer the world," this program aspires to build a generation of self-aware and capable individuals ready to shape a better future.

The lack of nature's-connection in modern life, is growing day by day that indicates a continued and increasing disconnection from nature in India. Several studies and reports have highlighted the consequences and implications of reduced contact with the natural environment: Nature Deficit Disorder, Nature Deficit Health Impacts, Decline in Outdoor Activities, Loss of Green Spaces, Sedentary Lifestyles and Obesity.

Richard Louv (2005) in his book "The Last Child in the Woods." first described the concept of "Nature Deficit Disorder". Although not a medically recognised disorder, it refers to the negative consequences developed due to tendency of spending less time in nature, particularly among children. Research indicates that children are spending more time indoors and less time experiencing nature compared to previous generations.

Various research suggests that this kind of disconnection from nature can have adverse effects on mental and physical health. Lack of exposure to greenery and natural spaces has been linked to increase stress levels, higher rates of mental health issues, reduced cognitive function, and decreased overall wellbeing. A decline in outdoor activities, children and adults alike are spending more time indoors, often engaged in sedentary activities such as watching television, using electronic devices and playing video games, which reduces their exposure to nature.

It has been observed that a significant rapid urban development and the conversion of green areas into built environments have resulted in reduced access to natural spaces for many people, especially those living in metropolitans.

Dominantly indoor lifestyle has contributed to a rise in obesity rates, particularly among children. Limited access to natural spaces and reduced opportunities for physical activity in nature can have detrimental effects on students health.

These pieces of evidence focus on the need to highlight the disconnection from nature and emphasize the importance of encouraging engagement in nature-based experiences, creating and preserving green spaces, and fostering a healthy balance between indoor and outdoor lifestyle for the wellbeing of individuals and the health of the planet.

Nature based program deemed a cost-effective modality that can promote overall psychological well-being and can be used for them who are experiencing stress and mental health challenges. The results demonstrated a significant positive correlation between nature and measures of psychological wellbeing.

It means to let nature enter into one’s body through the 5 senses; seeing, hearing, touching, smelling and tasting. The creation of this nature-based program was a response to a public health crisis – high levels of stress at work. It prevents illness, provide relaxation opportunities, and a rehabilitation environment.

The nature can be a treatment place and or a peaceful counselling space.

The overburdened schedule or busy lifestyle of people, a couple of extra working hours a month leads to mood swings, frustration. It is essential to establish preventive measures, the natural environment is better and a way to overcome their stress and various other health issues; chronic tension; panic attack etc.

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